

TOPIC 3 MANAGEMENT

ENABLING OBJECTIVES:

3.1 **EXPLAIN** the role of the Chief Petty Officer as a manager.

3.2 **DISCUSS** successful managerial behaviors.

ALLOTTED TEACHING TIME:

2.5 hours

STUDENT PREPARATION:

A. Student Support Material:

1. Student Guide, NAVEDTRA 38202-B
(1 per student)

B. Reference Publications: None

INSTRUCTOR PREPARATION:

A. Review related student material.

B. Reference Publication: None

C. Supplemental References:

These readings are suggested as additional source of information. Although not required, you are encouraged to review these readings to broaden your perspective of the lesson.

1. NAVEDTRA 12047, Military Requirements for Chief Petty Officer, Pensacola, FL, 1991.

D. Training Materials Required:

1. From Student Guide:

- a. TS 3 Management
- b. OS 3-1 Management
- c. CS 3-2 The Turnaround
- d. CS 3-3 Is There Enough Time?

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2. Transparencies:

- a. TP 3-1 Management
- b. TP 3-2 Enabling Objectives
- c. TP 3-3 SMART Goals
- d. TP 3-4 Monitor

3. Video Tapes: None

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
<p>1. Introduction</p> <p>In this lesson, we will describe the Chief Petty Officer in the role of managing. In many cases you will be the senior enlisted person in your division or work center. How you organize, plan, and manage your area of work significantly impact division and command readiness.</p> <p>In the last topic, we talked about the functions of an effective leader. In this lesson, we will discuss management. Management is the planning, organizing, staffing, and the controlling of people to get the job done.</p> <p>2. Management Functions</p> <p>There are three primary functions of management.</p> <ul style="list-style-type: none"> a. Planning and budgeting b. Organizing and staffing c. Controlling and problem solving 	<p>1. Display TP 3-1, Management.</p> <p>Display TP 3-2, Enabling Objectives.</p> <p>Refer to TS 3, MANAGEMENT, and review the enabling objectives.</p> <p>Refer to OS 3-1, MANAGEMENT.</p>

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
<p>As a Chief Petty Officer, you will be required to take an active part in the management of the Navy's resources.</p> <p>3. Management Skills</p> <p>Successful managers strive to meet goals, standards, and deadlines; anticipate problems; keep track of results; and assume or delegate authority.</p> <p>a. Set Goals</p> <p>Goals influence behavior. By setting realistic and challenging goals, you can influence your personnel to do a better job. When you set a goal, you must do more than state the goal. You must make sure the goal serves a useful purpose. To evaluate goals, ask yourself, "Are the goals I set meeting my management needs?"</p> <p>Goal should be SMART</p> <p>Specific – there is a clear end result and no room for misunderstanding.</p> <p>Measurable – you need to know when you get there.</p> <p>Attainable – you must ensure your subordinates</p>	<p>Note: Make student aware of the Navy Leader Monthly Planner as a tool for planning.</p> <p>Display TP 3-3, SMART Goals.</p>

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
<p>have the resources needed to meet the goal.</p> <p>Realistic – don't set deadlines that are impossible to meet.</p> <p>Trackable – ensure mechanisms are in place to track your division's progress.</p> <p>b. Meet Standards</p> <p>In the previous topic, we discussed the fact that in successful commands, the Chief enforces the standards. Successful managers try vigorously to meet standards. When you manage people, ask yourself questions about the standards. Who's standards am I trying to meet? The Navy's? The command's? My own? Are all the personnel involved aware of the standards?</p>	<p>Question: Can you relax the standards?</p> <p>No.</p> <p>Question: Can you make a standard more stringent?</p> <p>Yes.</p> <p>Question: Is there any discretion in enforcing standards?</p> <p>Yes. Some examples:</p> <ul style="list-style-type: none"> - Command issued clothing - PT - Fraternization Policy <p>Question: Who at the command set's the standards?</p>

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
<p>c. Meet Deadlines</p> <p>Deadlines, like standards, are used to measure progress toward a goal. Deadlines set a time for you to accomplish the goal and motivate you to work toward meeting the goal.</p> <p>Use a Plan of Action and Milestones (POA&M) to divide your goals into smaller tasks with a deadline for each task. By using deadlines to measure your progress, you can identify when to shift your resources to overcome obstacles.</p> <p>d. Anticipate potential problems.</p> <p>One of the best ways a Chief can anticipate potential problems is to stay informed. It is true that it is a lot easier to prevent a problem than to solve it. Having the most current and accurate information is essential in keeping ahead of the ballgame. It is a lot more efficient to prevent a problem from happening than solving it after it happened.</p>	<p>The Commanding Officer</p> <p>Question: What is the pro and con of informing your subordinates of true deadlines?</p> <p>Answers will vary.</p> <p>Note: Insure Operational Risk Management (ORM) is incorporated into POA&M.</p> <p>Note: Give and ask for personal examples to stress this point.</p>

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

f. Assume authority.

When you assume the role of a Chief Petty Officer, you also assume the authority to manage. Part of being a Chief is knowing the limits of authority. You should know Navy laws and regulations well enough to determine what authority you may assume.

g. Delegate authority.

Nobody can do everything, not even a Chief. Part of your responsibilities is to develop your Sailors. One of the ways you can succeed in doing that is to delegate certain authority to them. We also refer to it as empowerment. When you delegate, you must consider your people's abilities, skills, and motivations when delegating.

You may delegate authority, but **not** responsibility. The Chief is still held accountable for the accomplishment of the task. This is a justification why, as an effective manager, you must track the progress of your assigned task.

Question: Can you delegate responsibility?

No.

DISCUSSION POINT**RELATED INSTRUCTOR ACTIVITY**

Discuss routine tasks with your First Class Petty Officers, and then divide the tasks among them. When possible, delegate task accomplishments to your Second or Third Class Petty Officers. Delegate task management to your First Class Petty Officers. Track the progress of each task to ensure it meets your approval. If a task does not meet the appropriate standards, explain the discrepancies and return the work to the supervisor of the task for correction.

When you delegate authority to your subordinates, respect their place in the chain of command. Do not undermine the authority of the person in charge by going to the workers yourself. Also do not permit the workers to come to you without first seeing their supervisor. Back up their supervisor when required. If you disagree with subordinate supervisors, correct them in private. Let the supervisors know why you disagree with them. Explain that telling the workers “the Chief said...” rather than “I want you to...” will undermine their authority over subordinates. Praise supervisors and workers in public, even if you directed every step a supervisor took. The Sailors must believe their supervisor was in complete control of the task.

DISCUSSION POINT**RELATED INSTRUCTOR ACTIVITY**

Remember the following points about delegating authority:

- You can delegate authority but not responsibility.
- Train your people by delegating tasks.
- Ensure subordinates do work in the correct manner.
- Treat the people whom you delegate authority just as you wish to be treated when you assume authority.

4. Delegation Decision Exercise

4. **Exercise:** Total Time: 30 min.

Introduction: This exercise is intended to have students recognize that delegation serves many purposes including getting the job done, helping a subordinate acquire greater skills, and providing a means of evaluating a subordinate's performance.

Directions:

Refer to CS 3-2, The Turnaround.

Direct the students to read the case study and answer the questions provided (approx. 15 min.)

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
	<p>Summary: Using the questions provided as a catalyst, facilitate a discussion of the case study and its application to the Chief Petty Officer (approx. 20 min.)</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the Chief's attitude toward delegation? The Chief is doing the E-6s a disservice by keeping tight reins on job assignments. 2. What should the Chief do regarding the Ensign's dissatisfaction with his leadership/management of the division? The Chief needs to recognize that his leadership approach needs to adjust to accommodate different situations and scenarios. The division officer, despite lacking experience, has correctly recognized that the E-6s need to get more involved in the day-to-day administration of the division.
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DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
<p>5. Planning Exercise</p>	<p>3. Does the Chief's leadership/management approach have long-range ramifications for divisional personnel? If so, what are the ramifications?</p> <p>The ramifications involve not maximizing the skill levels of the petty officer corps within the division.</p> <p><u>Additional Considerations:</u> Now that the BMC has turned the division around, it is time to maintain division effectiveness while enhancing the subordinate development of the work force. The E-6s need to be given the opportunity to succeed (or fail) on their own or their future viability as leaders/managers will be minimized.</p> <p>5. Total Time: 45 minutes</p> <p>Directions: Refer to CS 3-3, Is There Enough Time? Direct the students to read the case study and, working in small groups, develop a divisional plan.</p>

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
	<p>Summary: Ask each group to brief the plan. Use the following questions to facilitate a large group discussion.</p> <ol style="list-style-type: none"> 1. Why is it important for Leading Chiefs to use planning to assist with their responsibilities? 2. What are the primary considerations the LCPO should take when assembling a work plan for next week? 3. Can planning be considered a process? If so, how? 4. How does planning help the LCPO in carrying out his responsibilities? 5. What are the advantages of planning and/or the disadvantages of not planning? 6. How do you know if your plan will be successful? 7. What can you do to increase the likelihood that you will have an effective plan? 8. How do you know that you're taking everything into consideration?

6. Summary

This topic has provided you a means to evaluate your management skills. The goal of the middle manager is the more efficient use of available resources. Your most important resource is people; use them wisely.